



## Fantastic Phonics Teaching Guide

### Book 31 - 'My Sister'

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**New Words:** sister mister, madder, hammer, spanner, broken, helping, asked, gave, made, more, were, where

**Extra Words:** letter, better, bitter, butter, supper, winter, summer, copper, never, river

**Sounds found in these new words:**

**s, m, h, g, w, l, b, n, r, wh, sp, br**

**Highlighted Sound:** Explain the highlighted sounds in this book are the different multi-syllable words: in 'sis-ter', mis-ter, and short vowel sound 'i'.

**Phonic Decoding:** explain the on-set and rime sound; 's-ist-er', 'm-ist-er'.

**Phonic Decoding:** decode the words into individual phonemes then blend the sounds:

's-p' as in 's-p-a-n-n-er' and 'b-r' as in 'b-r-o-k-en'.

**Double the final consonant** when a suffix is added to a CVC (consonant, vowel, consonant) word for example: 'mad-d-er'.

**Double Syllable words:** 'sis-ter', 'mis-ter', 'madd-er', 'hamm-er', spann-er, brok-en, help-ing.

- Teacher leads student in oral practice with this **double syllable word** pattern, by covering the last part of the word, showing the base word for example the **'sis'**.
- Teacher then, leads student in oral practice decoding the word into the **onset** phonic component **'s'** followed by the **'is'**. For example: **s-is**.
- Teacher leads student in oral practice by revealing the last syllable, to combine the first and last syllable for example: **'sis-ter'**, **'sister'**.

**Optional Exercise:** Repeat this exercise and include one clap with each syllable as the word is repeated. For example: sis-(one clap) -ter (one clap). Then together. This exercise emphasizes the syllables in words.

**Sight Words:** a, A, The.

**Punctuation:** Explain a 'comma'. Pause, take a breath, and continue reading. Explain a "full stop". Stop, take a breath, then start the next sentence. Explain 'speech marks'. Speech marks show a person is speaking, so the reader can change speech tone to suit the character in the story.

**Capital Letters:** Explain that a capital letter is found at the beginning of the word in a new sentence.

**STEP 1:**

Teacher leads student in oral practice with these consonant sounds:

**s, m, h, g, w, l, b, n, r, wh, sp, br**

**STEP 2:**

Teacher leads student in oral practice with this vowel pattern, or rime:

**i-s, -i -i-i-s**

**STEP 3:**

Teacher leads student in oral practice, with blending these sounds:  
Pronounce each letter separately; blend the separate sounds into a continuous word.

**(i--i, -i-s, i-i-i-s, is)**

Practice blending the onset (consonants) and the rime (s) with the short vowel and 'consonant blend' 'i-st-er' Words' for Book 31.

**s-ister, m-ister.**

**STEP 4: ‘Sight’ Words:**

Explain that these must be memorized/recognized as a whole; they are not broken down into sounds. Sight words: a, A, the

Practice the word: ‘the’ and ‘The’ with a capital letter.

Practice the word: ‘a’ and ‘A’ with a capital letter.

**STEP 5:**

Practice blending the Sight Words with the ‘short vowel ‘i’ words.

A sister .... the sister  
A mister .... the mister

**STEP 6:**

Now you are ready to start reading **Fantastic Phonics Story 31 – ‘My Sister’**.

Explain the highlighted sounds in this book are the different multi-syllable words: as in ‘sis-ter’, mis-ter, and short vowel sound ‘i’.

Different multi-syllable words: as in ‘sis-ter’, mis-ter, and short vowel sound ‘i’ are reinforced in the words in Story 31. **Double the final consonant** when a suffix is added to a CVC (consonant, vowel, consonant) word for example: **‘mad-d-er’**.

- If you have a large screen with the images projected onto it, scroll slowly through each page ‘reading out loud’ the text as described in Step 2.
- The student continues oral practice as the teacher points to each word.
- If the student has difficulty with a word – the teacher points to the word. This gives the student time to self-correct or try again. If the student is still having difficulty encourage the student to decode the word by sounding out the individual phonemes/sounds, blend the sounds, then read the word again.
  
- If each student has a printed book then slowly progress through the pages ‘reading out loud’ as described in Step 2.
- The student continues oral practice as the teacher points to each word.
- If the student has difficulty with a word – the teacher points to the word. This gives the student time to self-correct or try again. If the student is still having difficulty encourage the student to decode the word by sounding out the individual phonemes/sounds, blend the sounds, then read the word again.
- If the word is a ‘Sight Word’ reinforce the word is to be recognized as a ‘whole’.

### **STEP 7:**

Ask the student how many capital 'T' were in the story and where is the capital 'T' found in the story.

**Capital Letters:** Emphasize that a capital letter is found at the beginning of the word in a new sentence.

**Punctuation:** Explain a "full stop". Stop, take a breath, then start the next sentence. Ask the student how many "full stops" were in the story and where are they found.

- Explain a 'comma'. Pause, take a breath, and continue reading.
- Explain 'speech marks'. Speech marks show a person is speaking, so the reader can change speech tone to suit the character in the story.

### **STEP 8:**

At the end of the story read the 'extra words'. These words reinforce the multi-syllable words and the double consonant between two vowels for example:

**'bet-t-er', 'bit-t-er', 'but-t-er'.**

### **Rhyming**

The rhyming further supports the sounds, by showing the auditory and visual similarities and also discriminating between the different sounds.

- Ask the student if they can pick out the rhyming words in the text.
- Ask the student to identify the highlighted sound in the text (multi-syllable words: as in 'sis-ter', mis-ter, and short vowel sound 'i').

### **STEP 9:**

Now start the Comprehension Questions, slowly reading each question, then give the student time to answer verbally or in a written form.

- If you have a large screen with the images projected onto it, scroll slowly to each question.
- If each child has a printed book then slowly progress through the questions.

### **Comprehension Questions**

The comprehension component for each story tests the student's critical reading skills. If the student does not remember the answers, they are encouraged to re-read the story and then **continue the comprehension questions.**

### **STEP 10:**

Complete the sentences with these words. This exercise strengthens the student's critical reading skills. The sounds and blends found in this story are also practiced in this exercise.

**STEP 11:**

**Say, Cover, Spell, Write and Check.** This exercise asks the student to say the word (identifying word sounds), then cover the word (to commit word to memory by visualization), spell it out loud (to highlight sounds and blends of letter combinations), then write it (to practice spelling).

**Sister** \_\_\_\_\_ **mister** \_\_\_\_\_ **madder** \_\_\_\_\_ **hammer** \_\_\_\_\_ **spanner** \_\_\_\_\_

**Broken** \_\_\_\_\_ **helping** \_\_\_\_\_ **asked** \_\_\_\_\_ **gave** \_\_\_\_\_ **where** \_\_\_\_\_

**STEP 12:**

**AddVC** (vowel, consonant – ‘er’) **to make words:**

This highlights the effect of adding the **suffix ‘er’** to these words. Ask the students if they can see what has happened to the final consonant when ‘er’ is added to CVC words.

**sist** \_\_\_\_\_ **mist** \_\_\_\_\_ **mad/d** \_\_\_\_\_ **ham/m** \_\_\_\_\_ **span/n** \_\_\_\_\_

**lad/d** \_\_\_\_\_ **let/t** \_\_\_\_\_ **bet/t** \_\_\_\_\_ **bit/t** \_\_\_\_\_ **sum/m** \_\_\_\_\_

- Teachers can print this story for the student to use for independent oral reading practice.
- The student may also enjoy adding their own colors to the book by coloring in the pictures.

**REVISION**

Revise **Book 31 ‘My Sister’** then revise book **30 ‘I want a Wand’** on the second day.

**Teachers Notes:**